Course: PSYC 332, Abnormal Psychology
Section: 002 (CRN 20584)
Term: Spring, 2018
Room: HUM 117
Meeting: Tues-Thu 1:00-2:15pm

COURSE SYLLABUS (as of 01/08/2018)

INSTRUCTOR CONTACT INFORMATION

Instructor: Roberta M. Diddel (pronounced did-dell, like the farmer in did-dell)
Email: roberta.diddel@comcast.net **Cell/text:** 713-443-2054
RMD Office Hours: Tues/Thurs, 12:10 -1:00 p.m. (or by appointment) – Humanities 117
Teaching Assistant: Serena Brandler: Serena.M.Brandler@rice.edu / cell/text: 214-288-5040
Papers, test administrative questions; scheduling alternative test dates or make-up tests

PREREQUISITES: (1) Intro Psych (PSYC 101); (2) Social Psyc, Cognitive Psyc or Research Methods

REQUIRED READING:

- **TEXTBOOK:** Comer, R. (2015). *Abnormal Psychology, 9th* Edit. NY: Worth.
  - Available in electronic format or hard copy – either is acceptable
  - Due to significant changes in the content of the text, previous editions are not acceptable.
- **Selected articles** – available on Canvas under the Resources folder "Readings"

NOTE: Purchase of LaunchPad includes the text, and this appears to be the least expensive option.

COURSE REQUIREMENTS:

- **Assigned readings**
- **On-line videos and exercises** accompanying the text on **LaunchPad.**
- **Three (3) tests**, each covering 1/3 of the course material. Format will be multiple choice, short answer and case discussion. Dates are highlighted in yellow on the syllabus. Test 3 will take place during the exam period, but will only cover the last 1/3 of the course material.
- **Four (4) Exercises** designed to help you apply the intellectual material to cases and clinical situations. These will include additional outside reading or watching videos. A complete description of the assignments and due dates is on the document "Exercises - Requirements" on Canvas under Resources.
- **Class attendance is strongly recommended.** Classroom lectures will seldom strictly follow the textbook, and information from classroom lectures and activities may not appear in the textbook. This may be especially applicable for guest lecturers.

The final grade is a combination of weighted section averages**.** Total grade consists of:

- Three (3) tests; the average of the 3 tests is worth 60% of the final grade (20% each)
- Exercises in clinical application: The average of 4 exercises papers is worth 40% of final grade (10% each)
- LaunchPad assignments are not graded, but at least 80% must be completed by the due date in order to pass the course.

Failure to complete all required work (4 exercises, 3 tests & LaunchPad)
will result in an F for the course.

GRADING POLICIES:

The grading for the course will be based on performance on exercises and tests. Dr. Diddel reserves the right to adjust raw test scores when there is evidence that the test does not accurately measure students' learning achievements. Any adjustments will be applied to all students equally.

Final letter grades will be based on cutoffs posted by Dr. Diddel on Canvas under Resources. There will be NO ADJUSTMENT or "rounding up" of grades (i.e., an average score of 93.6 will not rounded up to 94.)

EXERCISES IN CLINICAL APPLICATION

EXERCISE #1 – Is social anxiety disorder a disease? [DUE Tuesday, Jan. 30th]
EXERCISE #2 – The case of *Mr. Jones* [DUE Thursday, March 1st]
EXERCISE #3 - The Wild Man of 96th Street [DUE Sunday, April 8th]
EXERCISE #4 – A personal memoir of mental illness [DUE Thursday, April 19th]

MISSING A TEST: All tests are scheduled at the outset of the semester, and missing a test will result in a failing grade. In cases of acute illness (with a doctor's letter), personal crisis (e.g., death in the family), or a conflict with another University scheduled event (e.g., athletic meet), students may schedule a make-up test with the Teaching Assistant. Make-up tests must take place no later than 1 week after the scheduled test. *Tests will not be re-scheduled due to scheduling conflicts with a test in another course.*

SPECIAL NEEDS: Any student with a documented disability needing academic accommodations should speak with Dr. Diddel by January 24th or within a week of the diagnosis of the condition. All discussions will remain confidential. Students with disabilities must contact Disability Support Services prior to being given any accommodations.

COURSE CONTENT:

This is a survey course introducing students to current categories and types of psychopathology. The disorders studied are drawn from the *Diagnostic and Statistical Manual, Edition V* (DSM V) published by the American Psychiatric Association and are covered in the textbook. We will study the criteria for each of the disorders in the DSM V, learn about the biological, psychological and sociocultural factors thought to contribute to the development of the disorders, as well as reviewing the current treatment for each disorder. We will also view videotapes and engage in discussions with individuals diagnosed with many of these disorders, in order to understand how the reading applies to real life experiences of mental illness.

COURSE OBJECTIVES AND LEARNING OUTCOMES

After taking this this course, students will be able to:

- List the diagnostic criteria for the major types of psychological disorders as defined by the *Diagnostic and Statistical Manual, Edition V* (DSM V) published by the American Psychiatric Association.
- Discuss the causative factors thought to influence the development of the major psychological disorders covered in the course reading and classroom lectures;
- Discuss the established therapeutic interventions currently used in treating the major psychological disorders covered in the course reading and classroom lectures, including medications and specific forms of psychotherapy;
- Given a case history, students will be able to
    - Generate a diagnosis
    - Identify general & specific causative factors
    - Formulate a treatment plan
    - Provide a prognosis.
- Recognize basic aspects of neuroanatomy, neurophysiology and neurochemistry that impact the development of psychopathology
- Appreciate the effect of age, gender, sexuality, race, ethnicity, social and political forces, and the global influence of culture on both individual and culture-bound expressions of psychopathology.
- Engage in critical thinking and understand how research methods and tools, and forms of data analysis are used to develop and test theories about and our understanding of psychopathology.

Students will demonstrate their mastery of these concepts by completing the scheduled course exams and completing exercises designed to help them apply their knowledge to real life cases and situations.

COURSE OUTLINE & ASSIGNMENTS

HIGHLIGHTING KEY:
Yellow = Assignment to be turned in (test or paper)
Green = Guest lecturer or population stakeholders
Blue =not yet confirmed

CLASS DATE	TOPIC	ASSIGNMENT DUE
Tues, Jan. 9	Introduction and Expectations / Definitions of abnormality	
Thurs, Jan 11	Social constructionist model of psychopathology; Culture-bound syndromes: Taijin kyufusho vs. social anxiety	Comer, Chap. 1 Maddux, Ch 1 (Canvas)
Tues, Jan 16	Treatment: Psychotherapy & Medication How and how well do they really work?	Comer, Chap. 3 Maddux, Ch 3 (Canv)
Thurs, Jan 18	DSM V, diagnosis, assessment & the clinical interview	Comer, Chap. 4
Tues, Jan. 23	Phobias, Panic & Generalized Anxiety Disorder	Comer, Chap. 5
Thurs, Jan. 25	Social anxiety disorder: The clinical interview	
Tues, Jan 30	Impulse control disorders: OCD, Hoarding, Excoriation, Body dysmorphic disorder (BDD)	Exercise#1: Social anxiety disorder
Thurs, Feb 1	Stress & trauma, Part II: PTSD & Borderline Personality Guest lecturer: Melissa Beason-Smith, Ph.D.	Comer, Chap. 6
Tues., Feb 6	Stress & trauma, Part I: Dissociative disorders	
Thurs, Feb 8	SPRING RECESS – NO CLASS	
Tues, Feb 13	**TEST #1 (covers the first third of the course material)**	Chs 1,3,4,5 & 6; Maddux
Thurs, Feb 15	Mood Disorders, Part I: Major Depressive Disorder	Comer, Chap. 7 & 8
Tues, Feb. 20	Mood Disorders, Part I I: Bipolar Disorder	DSM Bipolar disorder (Canv)
Thurs, Feb. 22	Suicide: Assessing the likelihood of suicidal action	Comer, Chap. 9 Cutcliffe et al. (Canv)
Tues, Feb 27	Substance Use Disorders & Addiction	Comer, Chap. 12
Thurs, Mar. 1	Substance Use Disorders & Addiction, Part II: Recovery Guest panel -recovering substance users	Exercise #2: Bipolar disorder – a case study of *Mr. Jones*
Tues, Mar 6	Personality Disorders: A biopsychosocial approach	Chap 11
CLASS DATE	**TOPIC**	**ASSIGNMENT DUE**
Thurs, Mar. 8	Antisocial Personality Disorder – Guest: Dr. Daniel Fox	Fox (Canv)

Mar 13 &15	**SPRING BREAK – NO CLASSES**	
Tues, Mar. 20	Eating Disorders - Guest: Beth Garland	Comer, Chap. 11
Thurs, Mar. 22	**TEST #2** (covers the second 2/3rds of the course material)	Study chapters 7, 8, 9, 11,12, 14, 15, 16, Fox; Cutliffe
Tues, Mar. 27	Somatic symptom disorders	Comer, Chap. 10
Thurs, Mar. 29	Autism Spectrum Disorder	Comer, Chap. 17
Tues. Apr. 3	Sexual Dysfunction - Guest: Beth Christopherson	Comer, Chap. 13
Thurs. Apr. 5	Schizophrenia; Treatment of Serious Mental Illness (SMI): Guest: VA Peer Counselors	Comer, Chap. 14 & 15
Sun. Apr. 8	Due Sunday night by 11:59 p.m.	Exercise #3: Wild Man of 96th St.
Tues. Apr. 10	Disorders of Aging & Cognition Guest panel – dementia caregivers	Comer, Chap. 18
Thurs. Apr 12	Gender Dysphoria – Guest: Dr. Bob McLaughlin	
Tues, Apr 17	Legal issues in mental health practice	Comer, Chap. 19
Thurs. Apr. 19	Last Class: Final thoughts; Careers in Mental Health & how to pursue them	Exercise #4: Assessment of an autobiography
See below	**TEST #3 (covers the last third of the course material) (1.5 hours)**	Study chaps 10, 13, 17, 18, 19

NOTE RE: EXAM: *There is no final exam* covering the entire information of the course; however the last test (Test #3) will be administered on the date set by the Registrar for the course Exam.